

Exploring The Items for Organizational Citizenship Behavior (OCB) Instrument In Malay Version: An Exploratory Factor Analysis (EFA)

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Abstract

This study aims to validate the instrument of Organizational Citizenship Behavior (OCB) to measure OCB among lecturers at Private Higher Educational Institutions in Malaysia. The instrument of OCB used is translated to the Malay language. The researchers also did not use 5 Likert scales like the original instrument. Alternately, the researchers used 10 Likert scales. A total of 100 respondents were selected for the test by using the Exploratory Factor Analysis (EFA) method and the test of internal reliability of each construct. The result shows five factors with the Eigenvalues more than 1.0 KMO (Kaiser-Meyer-Olkin) are $0.662 > 0.06$ depicts items from the TKO instrument appropriate to inter-correlate and the Bartlett test is significant. Out of 20 TKO items, only 3 items have shown the factor loading less than 0.6, which are 4, 11, and 12 that have to be eliminated. The variant value from the analysis of the five factors is 63.256. The values of Cronbach's alpha test were higher than 0.7 for the entire construct items. Overall, the findings show that items for the OCB instrument are able to measure and answer the research objectives.

Keywords: Exploratory Factor Analysis (EFA), Organizational Citizenship Behavior (OCB).

I. INTRODUCTION

According to Ehido, Halim, and Awang (2019), the success of the educational sector depends on the involvement of effort, academic staff contribution, and their professional abilities. The work of Malaysian academic staff has become more challenging because of the requirement to achieve key performance indicators (KPI), continuous demands from universities and stakeholders in producing excellent graduates, and competence to work for this country (Darus & Ahmad, 2016). In this context, there are certain behaviors hopefully manifested by employees based on the

organization's rules and regulations. In other words, employees in an organization for a certain circumstance show positive behavior beyond the need of the assigned task, and this behavior is known as Organizational Citizenship Behavior (OCB). In supporting the objectives for obtaining excellence and successful employees, they are required to show high commitment and also a positive attitude for the excellence of the organization.

The educational field is one of the most challenging in our country. This discipline urges lecturers to give 'extra-role behavior' in helping an organization to achieve the best level,

particularly for lecturers in higher learning private institutions or universities. As we know, when a higher learning private institution is regarded as a full-fledged university, the university has to maintain its marks for certain criteria and at the same time, the higher learning private institution wants its full-fledged university status to sustain for a better rating. Thus, the lecturers will be occupied with a lot of work and extra roles in aiding to fulfill the aspiration and ambition to be a full-fledged university.

As a profit-oriented organization, they need to provide the best possible service to customers. As known, lecturers are the lifeblood of private higher learning institutions where they are the front line (Manogharan, Thinagaran, & Radziah, 2018) that provide the main services of the organization that carries out the teaching and learning process. They are also the main pillars of sustainability and progress of a private higher education institution to provide the best services for the organization and are fully responsible as a medium to produce a generation with great quality for the country's workforce in the future. Therefore, positive behaviors such as OCB are needed in today's work environment.

2. Problem Statement

The work of a lecturer is now extremely demanding and stressful with the workload that keeps on increasing and not only focuses on teaching but also in the administrative work etc. The hectic situation experienced by academicians caused the practice of organizational citizenship behavior to become sparsely practiced by them (Ibrahim, Sulaiman & Hafidz, 2018). Therefore, the demand of the higher management in ensuring the aim is executed, has indirectly given pressure to lecturers' workload. According to Azman et al. (2014), on average, academicians in Malaysia focus within 7.98 hours on research activities and 18.19 hours on teaching. If there is no class or lecture, the academicians will spend 13.46 hours on research activities and 8.61 hours on teaching. The total of teaching hours and research activities indicate that lecturers are occupied with teaching and research activities mostly done during semester break or off-campus.

Most lecturers in private learning institutions are not given fair treatment when there is no service system involving stable salary increments, commensurate paycheck, delay in contract offering into permanent status. When an employee feels that he/she is not given fair treatment, they will easily feel demotivated to work and will impact the work productivity in the organization. According to Soelton (2018), when an employer gives the employees rights such as salary and bonus as well as comparable appreciation, the employees will feel much appreciated and grateful. This statement is also supported by Ramli (2018). One of the dimensions included in the Instrument of Organizational Citizenship Behavior is altruism. According to Mokhtar et al. (2020), altruism is seen compared to the concept of Ehsan in Islam which defines an act of a person to do work and expects nothing in return and to do it sincerely. So, it is obvious that if the organizational citizenship behavior exists in a lecturer, it is something positive.

3. An Analysis of Exploratory Factor Analysis (EFA) For Organizational Citizenship Behavior

In order to measure organizational citizenship behavior, it needs a measurement of Organizational Citizenship Behavior (OCB) instrument developed by Podsakoff et al. (1990). It has 5 dimensions such as altruism (4 items), courtesy (4 items), sportsmanship (4 items), conscientiousness (4 items), and civic virtue (4 items). This instrument will be used by respondents among lecturers at private universities in Malaysia nationwide, therefore, the EFA test is done to see whether this instrument is appropriate to be used for the real test.

Muda et al. (2018) explained for the pre-test result, the researcher rewrites the statement of the items and organizes them in a good orderly manner in achieving the face validity in the questionnaire. According to Creswell (2014), a pilot study is important to validate the instrument's content development and to improvise questions, format, and scales. Creswell (2014) mentioned that the pilot test is important to validate the score content on the test instrument, to give an initial assessment about the inner consistency of the item; and to

improvise questions, format, and instructions. The pilot test on all research materials provides the opportunity to assess the duration of the study to take place (and to identify the potential concern of respondents' exhaustion. State the number of respondents who will test the instrument and the plan to include their comments in the final test tool review.

In this study, the researcher has generated the Exploratory Factor Analysis (EFA) for the pilot test data. According to Awang (2018), EFA has to be done if the instrument is developed by the researcher himself, adapted, or translated into other languages. Thus, in this study, although the researcher uses the original instrument, but the process of translation from English into the Malay language takes place. The researcher also did not use 5 Likert scales like the original instrument instead the researcher used 10 Likert scales. A Likert scale of 10 is used in this instrument as opposed to a scale of 5 from the original instrument. The scales range from strongly disagree to strongly agree. A Likert scale consisting of 10 answers will facilitate studies that use parametric-based SEM analysis. According to Awang et al. (2016), the use of 10 Likert scales in social sciences and management studies will reduce the risk of problems to analyze the model formed later.

Therefore, the analysis of EFA has to be done for all test instruments. According to Muda et al. (2018), the sampling size to do the EFA has to be at least 100 respondents. In the EFA, the value of factor loading that is less than 0.6 will be eliminated. Muda et al. (2018) ensure that the good loading factor exceeds 0.6.

3.1 Variable Factor Analysis Findings OCB

Based on Table 1, the values of the Kaiser-Meyer-Olkin (KMO) Sample Adequacy Test and Bartlett's Test of Sphericity are at the good values that have been suggested by Hair et al. (2018); Tabachnick and Fidell (2013). Then, the percentage value test for the measurement of a construct for all items used is based on the total variance explained (the number of variances described).

Table 1: Findings for the Test Result of sampling adequacy Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity χ^2

Index of EFA Model	Suggested value*	Results
Kaiser-Meyer-Olkin (KMO) Sampling Adequacy Test	.622	As suggested by Hair et. al. (2018)
Bartlett's Test Of Sphericity χ^2	.00	As suggested by Hair et. al. (2018)

Table 2 displays in detail the total variance explained based on the organizational commitment instrument. The value for the total variance explained of the organizational commitment construct was 66.073%, i.e. exceeding the minimum value of 60% as set by the set as well (Hair, 2018; Young et al. 2018). Also used in the study of Yusoff and Faekah (2021).

When the test value of Kaiser-Meyer-Olkin (KMO) sampling adequacy and Bartlett's Test of Sphericity are at the good value as suggested by Hair et al. (2018), Tabachnick and Fidell (2013) the researchers analyze to eliminate items that have the factor loading that is less than 0.6. The table is as the following:

Table 2: Total Variance Explained

Variable	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	1.424	7.121	63.526	1.424	7.121	63.526

Extraction Method: Principal Component Analysis

Based on Table 2, the research findings show the percentage for the OCB. According to Hair et al. (2018) and Hoque et al. (2017), to identify users (selected) items for a component, the loading factor value has to be beyond the minimal limit (0.6). If the loading factor value is less than 0.6,

so, the item has to be eliminated from being used in the study. This is because the item no longer contributes to the constructive measurement. Next, Table 3 showed the factor loading values for each item in this instrument.

Table 3: *Factor Loading's Values in OCB's Instrument*

No. of items	Items	Factor Loading Values
1	Saya membantu staf lain yng mempunyai beban kerja yang berat.(+)	.681
2	Saya membantu staf lain yang tidak hadir bekerja (+)	.668
3	Saya bersedia meluangkan masa untuk menolong orang lain yang mempunyai masalah kerja (+)	.769
4	Saya memberi orientasi kepada staf baru walaupun tidak diminta.(+)	.566
5	Saya selalu berbincang terlebih dahulu dengan Ketua Jabatan mengenai kesan daripada tindakan yang saya lakukan (+)	.635
6	Saya tidak pernah melakukan penindasan terhadap hak-hak staf lain(+)	.654
7	Saya selalu mengambil langkah-langkah untuk menghindari masalah dengan staf lain (+)	.607
8	Saya selalu memaklumkan terlebih dahulu kepada Ketua Jabatan setiap pekerjaan yang saya lakukan (+)	.642
9	Saya sering menghabiskan waktu untuk mengadu mengenai hal-hal yang tidak penting (-)	.831
10	Saya sering memperbesarkan masalah (-)	.857
11	Saya sering mengatakan akan berhenti kerja (-)	.581
12	Saya lebih fokus terhadap pandangan negatif daripada pekerjaan saya berbanding pandangan positifnya (-)	.541
13	Saya selalu datang tepat pada waktunya (+)	.615
14	Saya tidak pernah mengambil masa yang panjang untuk makan tengah hari (+)	.645
15	Saya tidak mengambil masa yang panjang untuk makan tengah hari (+)	.814
16	Saya tidak mengambil waktu tambahan untuk istirahat (-)	.788
17	Saya hanya mematuhi peraturan kerja ketika ada yang mengawasinya. (+)	.682
18	Saya selalu menyesuaikan diri dengan perubahan jabatan (+)	.675
19	Saya selalu mengambil tindakan yang tidak diminta tetapi hal itu dapat membantu imej jabatan (+)	.714

20	Saya selalu turut serta dalam setiap mesyuarat jabatan (+)	.867
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Indicator = (+) positive item

(-) negative item

Based on Table 3, there were three items removed which are item number 4, 11, and 12 because the factor loading values is less than 0.6. Then, this instrument showed that all items for OCB had factor loading values above 0.6 as recommended by Hair et al. (2018). After the validity measurement is done, reliability analysis was conducted to obtain alpha coefficient values for each dimension of the OCB construct. In terms of reliability, Cronbach's alpha was used to assess the internal consistency of each item (Cronbach, 1951).

3.2 The Result of Reliability of the Organizational Citizenship Behavior Test Instrument

Table 4: *The Result of Cronbach's alpha Test on Organizational Citizenship Behavior Construct*

Construct	Cronbach's alpha Value	No. of Items
Organizational Citizenship Behavior	.772	20
Altruism Construct	.774	4
Courtesy Construct	.623	4
Sportsmanship Construct	.709	4
Conscientiousness Construct	.702	4
Civic Virtue Construct	.636	4

After 3 items (4, 11, 12) were removed, the value of Alpha Cronbach's is recalculated and the result is as the table below:

Table 5: *The Cronbach's alpha Values on OCB after 3 items were removed*

Variables	Cronbach's alpha Value	No. of Items
Organizational Citizenship Behavior	.724	17
Altruism Construct	.781	3
Courtesy Construct	.623	4
Sportsmanship Construct	.902	2
Conscientiousness Construct	.702	4
Civic Virtue Construct	.636	4

Table 6: *Summary of Cronbach's alpha Values Before and After the Items Were Removed*

	No. of items	Cronbach's alpha Values
Before the items were removed	20	.722
After the items were removed	17	.738

Cronbach's alpha analysis showed a change from a Cronbach's alpha value of .722 to .738 after a reduction of 3 items that had a factor loading less than 0.6. Thus, S = if the reliability value obtained is high, i.e. a minimum of 0.60 indicates a good consistency value (Sekaran & Bougie 2013). Thus, it seems that although many authors follow the common rule that Cronbach's alpha should reach 0.70 for an instrument that has an acceptable level of self-consistency of study instrument and this study managed to surpass the pre-determined level.

(Nawi, Tambi, Samat & Mustapha, 2020). According to Hair et al. (2018), the passing value is very good and effective with a high degree of consistency. This instrument shows high reliability.

4. DISCUSSION AND CONCLUSION

The factor analysis conducted has proven that the OCB instrument in this study can be used in the actual study. Based on Table 7, the analysis showed that all the values proposed by Hair (2018) were successfully achieved.

Table 7: *The Summary of the EFA Model Indexes*

Exploratory Factor Analysis (EFA) Model Indexes	Suggested value*	Results
Bartlett's Test of Sphericity/ (sig. <0.05)	<0.05	Successfully Achieved
Kaiser-Meyer-Olkin (KMO) of Sampling Adequacy	> 0.50	Successfully Achieved
The value of factor loading for each item	≥ 0.40	Successfully Achieved
The measure of communalities	≥ 0.30	Successfully Achieved
The eigenvalue	≥ 1.00	Successfully Achieved
% contribution of variance on factors	≥ 3.00	Successfully Achieved
Cronbach alpha	> 0.70	Successfully Achieved

*Hair et al. (2018).

The factor analysis has proved that this instrument is valid and good to be used. According to Mokhtar et al. (2021), Organizational Citizenship Behavior is an important trait and must be exhibited for all lecturers particularly lecturers at higher learning private institutions. Through this behavior, lecturers can provide extra behavior and indirectly can give a positive impact on organizations. Widodo and Gunawan (2020) stated that with the existence of TKO, the commitment of the organization and the organization itself will be strengthened. Therefore, OCB is very significant in strengthening an organization. Overall, the study related to OCB among lecturers in private institutions of higher learning in Malaysia is very important to help our stakeholders explore the training opportunities available in developing the competencies of existing and future lecturers.

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